

**Maryland Partnership
for Teaching and Learning K-16**

**Cost Analysis for
the Report of the K-16 Workgroup**

Highly Qualified Teacher Committee

Highly Qualified Administrator Committee

Standards and Curriculum Alignment Committee

September 15, 2004

K-16 Workgroup, 2004-05

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Maryland Partnership for Teaching and Learning K-16

**Cost Analysis for
the Report of the K-16 Workgroup
Highly Qualified Teacher Committee
Highly Qualified Administrator Committee
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Maryland Partnership for Teaching and Learning K-16

Cost Analysis for the Report of the K-16 Workgroup Highly Qualified Teacher Committee Highly Qualified Administrator Committee Standards and Curriculum Alignment Committee

Summary

This document, *Cost Analysis: Report of the K-16 Workgroup*, is the companion document to the June 9, 2004 *Report of the Maryland K-16 Workgroup*. The *Report of the Workgroup*, developed in academic year 2003-04 by the Maryland K-16 Workgroup at the direction of the Maryland K-16 Leadership Council, addresses the State of Maryland's critical issues facing the K-16 Partnership as a result of the passage of the *No Child Left Behind* federal legislation.

At its June 9, 2004 meeting, the Leadership Council endorsed the *Report of the Workgroup* "in concept" pending a cost analysis of the action plan strategies. The Workgroup's three committees developed the *Report of the Workgroup* and the subsequent *Cost Analysis* report. The three committees are: the Highly Qualified Teacher Committee; the Highly Qualified Administrator Committee; and the Standards and Curriculum Alignment Committee.

In September 2004, the Workgroup and its committees completed a cost analysis of the action plan strategies. Committees categorized each strategy into one of three areas:

1. No/minimal costs
2. The cost of doing business, i.e., strategies that can be implemented by staff
3. Identifying the cost of strategies that will require funding

The following cost analysis tables are grouped by committee. At the request of the Leadership Council co-chairs, the tables are sorted by action plan priorities and by the cost-analysis categories. The tables also list the implementation status of each strategy.

Action Recommendation

The K-16 Workgroup requests that the K-16 Leadership Council adopt all of the goals and strategies of the *Report of the K-16 Workgroup*, with the understanding that the adoption is pending receipt of funding where necessary.

Cost Analysis of Committee Action Plan Strategies

Sort Order: Priorities

Cost Analysis: K-16 Highly Qualified Teacher Committee

(Sort Order: Priorities)

Goal 1: Establish middle school certification.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Adopt COMAR for middle school certification grades 4-8	Cost of doing business/ MSDE staff time	Work is in progress. MSDE and stakeholders met in Summer 2004 to discuss COMAR revisions.
2. Develop middle school programs for initial certification at institutions of higher education at both: -Undergraduate -Post-baccalaureate levels	An incentive grant program should be established in the amount of \$100,000 to address these three strategies.	Exploratory conversations by a few IHEs
3. Develop Masters programs with middle school content specialization for teachers seeking middle school certification		
4. Develop course/workshop-based non-degree option for certified elementary teachers seeking middle school endorsement		
5. Conduct periodic reviews of middle school PRAXIS II content examinations: a. Review content of PRAXIS II examinations and work with ETS to improve alignment with state-recognized national standards	Cost of doing business/ MSDE staff time	Ongoing work
5b. Recalibrate qualifying scores based on candidate performance	Cost of doing business/ MSDE staff time	Need to develop content specific, middle school "PRAXIS prep" examination.

Goal 2: Implement Associate of Arts in Teaching (AAT) degrees.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Final approval of the AAT in Secondary Education: Math, Chemistry, Physics, Spanish	No cost	Completed
2. Implement AAT in Secondary Education: Math, Chemistry, Physics, Spanish	Cost of doing business/	Work has begun on these four disciplines
3. Final approval of AAT in Early Childhood Education	No cost	Completed
4. Implement the AAT in Early Childhood Education	Cost of doing business	Waiting on proposals from community colleges to MHEC
5. Develop/Approve/ Implement the AAT in Special Education	Cost of doing business	Ongoing
6. Develop/Approve/ Implement AAT in Middle School	Cost of doing business	Waiting for COMAR revisions
7. Develop/Approve/ Implement additional content areas AAT in Secondary Education	Cost of doing business	Ongoing
8. Oversight Council to convene 2 yr and 4 yr implementation teams for each new AAT to offer common structures	Cost of doing business	Ongoing
9. Oversight Council monitors on-going implementation and addresses issues	Cost of doing business	Ongoing
10. MHEC send all new AT programs to 4 year IHEs for review prior to final approval	Cost of doing business	Ongoing

Goal 3: Promote and develop more collaborative K-16 professional development initiatives to promote teacher quality and effectiveness in both LEAs and IHEs.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Pursue full implementation of the <i>Redesign of Teacher Education</i> <ul style="list-style-type: none"> • Academic background • Field and clinical experience • Performance assessment • Linkage to K-12 school reform initiatives / professional development 	The <i>Redesign of Teacher Education</i> should be fully funded. High Cost – An accurate cost of Professional Development Schools (PDS) will be available when the PDS Study is presented to the K-16 Workgroup at its October 12, 2004 meeting.	Ongoing
2. Perform the Professional Development Schools (PDS) Study	Cost of doing business/ MSDE staff time	Completed
3. Establish joint K-12 and IHE legislative presentations to promote professional development initiatives, beginning with developing a description and funding model for professional development schools for IHEs and LEAs to present to legislators.	Marginal cost	Not yet established
4. Ensure professional development meets content needs for different teachers. Develop wide-ranging master's programs (e.g., M.A. in Math, content M.A. for middle school teachers) to address content needs of in-service teachers	Cost of doing business/ MSDE staff time	Creation of a "PRAXIS prep" examination
5. Develop systematic data collection, analyze data, and develop recommendations to inform professional development activities K-16	Very high cost	Not yet established
6. Support professional development.	Cost of doing business	

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
6a. Complete and disseminate the final Profession Development Standards for teachers	Cost of doing business	State committee is close to finalizing
6b. Ensure school-based and system-based professional development alignment (i.e., workshops, presentations, continuing PD courses) with the professional development standards (PDAC) for teachers.	Cost of doing business	Propose use of PSSAM for initial dissemination

Goal 4: Create and maintain standard-based systems to recruit and retain quality teachers.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Implement the Teacher Education Capacity Study	Cost of doing business/ MHEC staff time	STEC has received questionnaire and has provided feedback to MHEC. Study will be conducted in fall 2004
2. Apply consistent standards to all routes (e.g., alternative, traditional) to teacher certification.	Cost of doing business//MSDE staff time	Traditional routes already engaged; need to develop guidelines for many variations of alternative certification routes
3. Reestablish state scholarships or tuition waivers, and loan deferments for teachers and teacher candidates for critical shortage areas (content and geographic), and for those teaching in low performing schools.	To be determined	Not yet established
4. Support mentoring programs to improve teacher retention.	Cost of doing business//MSDE staff time	Underway
4a. Evaluate and analyze current mentoring programs to determine promising practices in all jurisdictions across the state.	To be determined	Requires input from state and local jurisdictions
4b. Identify mentoring programs sensitive to content as well as school climate.	To be determined	Requires input from state and local jurisdictions
4c. Identify and disseminate promising practices and effective strategies mentoring systems across the state.	To be determined	Requires input from state and local jurisdictions
5. Promote “teacher” as a career in the public schools.	Cost of public service ads??	Requires input from state and local jurisdictions
5a. Establish additional teacher education clubs and curriculum for teaching academics to inform and prepare H.S. students of careers in teacher education.	LEA expenses	
5b. Establish and support “grow your	LEA expenses	Requires input from state

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
own teachers” initiatives for paraprofessionals to attract teachers to the profession.		and local jurisdictions
6. To promote state and local development of retention strategies, invite experts to present on teacher retention to K-16 leaders	\$10,000--\$20,000	Begin to plan regional forum??
7. Develop a state database on the teacher workforce that tracks teachers by preparation program type, including alternative certification; years of teaching; local school system employer(s); and professional development experiences.	High cost	None at this time
8. Establish a K-16 dialogue between H.S. guidance counselors and IHEs	Cost of doing business	Requires input from state and local jurisdictions

Cost Analysis: K-16 Highly Qualified Administrator Committee

(Sort Order: Priorities)

Goal 1: Align IHE educational administration programs with the expectations of NCLB and the instructional leadership recommendations in previous reports/publications.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Revise the language in COMAR (13A12.04.04.B(3)(d)(i – v) to: a) eliminate reference to specific course titles and replace with program outcomes; b) maintain 18 credit requirement; and c) align with MLF (in development)	Cost of doing business	Underway
2. Include cross departmental MSDE representation on program approval review and/or visiting teams	Cost of training	Not yet initiated
3. Develop for each ISLLC standard additional indicators that are aligned with the MLF	Cost of doing business	Underway
4. Conduct an inventory of current course offerings in educational administration programs to determine the extent to which the following examples of instructional leadership (not intended to be limiting) are included: a. Data collection, analysis, and application for school improvement planning (ECA, AMM) b. The use of multiple measures to identify students at risk of failure (ECA, AMM) c. The effective implementation of intervention strategies to assist students identified as at risk of school failure (ECA, AMM) d. Administrative knowledge in the use of classroom data to support teachers' growth in effective instructional planning	Cost of doing business	Underway

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
(ECA, AMM)		
<ul style="list-style-type: none"> e. Strengthening instructional practices through the observation, coaching, and evaluation of teachers for increased student achievement (ECA, AMM) f. Establishing a teaching/ learning culture in schools (MILDP, AMM) g. Developing leadership capacity among staff through coaching, mentoring, and distributed leadership (MILDP, AMM) h. Recognizing the connection between state standards, voluntary state curriculum, and daily instruction (MILDP, AMM) i. Monitoring student work for rigor and evidence of learning (MILDP, AMM) j. Promoting collaborative instructional planning (MILDP, AMM) k. Integrating ISTE National Educational Technology Standards into instruction and professional development 		

Goal 2: Address the challenges faced by school systems in dealing with the impending shortage of highly qualified administrators.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Identify aspiring leaders and provide them with opportunities for school-based leadership positions while encouraging them to pursue educational administration programs	Cost: Training Beginning structure Cost of doing business Budget line item	Varies by system
2. Develop a model aspiring leader program that could be replicated by local school systems	Cost of doing business	Underway
3. Maximize present capacity of educational administration programs	Cost: Personnel / Space (offset by revenue)	Varies; Institution specific
4. Increase regional (in-state) opportunities for principals to receive appropriate training	Cost: Training Beginning structure Cost of doing business Budget line item	Varies by system
5. Clear the plate of principals so that they may be instructional leaders by: <ul style="list-style-type: none"> a. Establishing a process for clearing the plate of non-instructional duties of principals (MTFP, AMM) b. Creating a position of building manager in each school to be used as determined by the principal (MTFP, AMM) c. Assuring that all state and local reports and requests for information provide a reason for the request that connects to student achievement 	<ul style="list-style-type: none"> a. Cost of doing business b. Personnel costs c. Cost of doing business 	<ul style="list-style-type: none"> a. Varies by system b. Underway; system specific c. Not yet initiated
6. Provide incentives for potential administrators by: <ul style="list-style-type: none"> a. Enhancing the retirement system for principals (MTFP, AMM) b. Providing specific term 	High cost	System specific

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
contracts for principals who accept difficult challenges (MTFP, AMM)		
7. Align professional development of Executive Officers with that of principals	Cost of doing business	Ongoing
8. Change the language in COMAR 13A.12.04.04D(2) to assure a sustained experiential component for Admin II certification	Cost of doing business	Ongoing
9. Add language to COMAR (13A.12.04.04.D(3)—new) that would allow for reciprocity for certified out-of-state principals with 3 years' principal experience in the last 7 years	Cost of doing business	Ongoing
10. Change the language in COMAR 13A.12.04.05 to expand alternative routes to certification for the principalship	Cost of doing business	Ongoing

Cost Analysis: K-16 Standards and Curriculum Alignment Committee

(Sort Order: Priorities)

Goal 1: K-16 Curriculum: Prepare an educational program from K-16 that will fully prepare all students to meet University System of Maryland (USM) admissions requirements for entry into college, and ensure college/career success.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Establish USM admissions requirements as default program of study for all high school graduates.	Cost for some systems; staff space	System specific
2a. Create high school and 2-year/4-year teacher teams in each local school system to facilitate understanding of student expectations and competencies needed for success in high school, college preparatory, and advanced level courses; and to better align content and performance expectations to prepare for college entry.	Cost of doing business	Some have started. Some have yet to be established.
2b. Establish state/local middle school level collaborative teams* to provide leadership and support for K-16 curriculum alignment. *Collaborative teams are teams established at state and local levels, comprised of students, teachers, parents, and representatives from higher education for the purpose of planning, implementing and communicating curriculum alignment efforts K-16.	Cost of doing business	Models for K-16 collaborative activity exist and will serve as examples for Middle School Curriculum Alignment
3. Accept the recommendations of the K-16 Math Bridge Goals Task Force III to create a seamless transition between high school math and the first credit bearing college math course for all Maryland students.	An incentive grant program should be established in the amount of \$50,000 to address this strategy.	High Priority Development with assessment forthcoming

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
4. Increase the number of students participating in dual enrollment or concurrent enrollment options statewide.	Cost of doing business	Survey of existing dual enrollment programs and enrollment should precede implementation of new programs.
5. Develop “Early College” opportunities for Maryland students.	Additional funds would be required, but some may come in the form of external grants (Gates Foundation)	Dual Enrollment should be studied and evaluated as a precursor to the development of Early College Programs
6. Following the example set by the college teams establishing the Associate Degree in Teaching (AAT), finalize and approve the development of academic program standards and learning outcomes in the General Education Academic Disciplines.	Cost of doing business	Additional AAT programs are under development. General Education courses are already accepted at all colleges and universities. Alignment should continue to be monitored as part of ongoing articulation work.

Goal 2: Establish mechanisms for purposeful and planned communication among all stakeholders.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1a. Provide early and ongoing college planning information and exploration activities, and college financial aid application assistance to student and parents.	Cost of doing business	First steps should include an assessment of current dissemination effectiveness.
1b. Model the California State University System's information outreach campaign-develop posters and other informational items pertaining to how to get into college in every middle and high school.	Cost of doing business	Yet to be established
1c. Create dissemination tools to reach students and parents including Websites, outreach to PTA's and faith communities.	Cost of doing business	Yet to be established
2. Support partnerships between higher education, middle and high schools to provide exposure to and awareness of college opportunities.	Cost of doing business/ small incentive grants	Yet to be established
3. Inventory, promote and support current State level initiatives relevant to promoting High School to College/Career programs: Project Lead the Way State Teacher Education Academy development-which is involved in setting standards and implementing academies in existing PDS sites: work with middle schools to help develop FEA chapters Project E= MC ²	Influx of new funds	To be determined In process with external grant funds (2004) In process with external grant funds (USM 2004) In process with external grant funds (USM 2004)

Goal 3: Align K-16 assessment tools into a cohesive accountability continuum intended to assess student needs, provide for timely intervention, inform decision-making, and assure that more students move successfully to college and careers.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Make High School Assessment (HSA) and Maryland School Assessment (MSA) data on student performance available in the design and development of K-16 initiatives and use such data when assisting students in planning upward transition from Middle to High School and from High School to College.	Cost of doing business	
2. Arrange for all students to take the PSAT and/or college placement tests* no later than 10 th grade in order to assess their progress toward college-readiness and make placement tests available online at local high schools. *Study the feasibility of creating a common placement test for use in all Maryland high schools as a tool to better align student performance with college expectations	New funds for schools at \$30,000 per school	
Integrate data systems to track the progression of students from middle school through a college degree and transition into the workforce through the K-16 Maryland Education Data Network (MEDN).	New funds Significant cost anticipated for both K-12 and Higher Education Institutions	
Collect data (statewide) on dual enrollment, concurrent enrollment and other bridge programs to document program effectiveness.	Cost of doing business	

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
Participate in national efforts to collect and report data on student performance at out of state institutions of Higher Education.	Cost of doing business	

Goal 4: Develop services (human, programmatic, and financial resources) to provide meaningful assistance or student/families regarding college planning and financial aid.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Provide a transition program for 5 th and 8 th grade students to promote readiness for the next level and to maximize their success at each level.	Influx of new funds at a modest level for some systems	Some systems are doing this
2. Provide early college readiness counseling for middle and high school students/families including information about financial aid and admissions requirements.	Cost of doing business	
3. Design and implement academic support systems (tutoring, supplemental instruction, study skills, learning communities) for traditionally under represented groups of students who take specific steps to prepare for college.	Influx of new funds at a significant level for some systems	Some systems are doing this. Use effective practices as models

Cost Analysis of Committee Action Plan Strategies

Sort Order: Low to High Cost

Cost Analysis: K-16 Highly Qualified Teacher Committee

(Sort Order: Low to High Cost)

Goal 1: Establish middle school certification.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Adopt COMAR for middle school certification grades 4-8	Cost of doing business/ MSDE staff time	Work is in progress. MSDE and stakeholders met in Summer 2004 to discuss COMAR revisions.
5. Conduct periodic reviews of middle school PRAXIS II content examinations: b. Review content of PRAXIS II examinations and work with ETS to improve alignment with state-recognized national standards	Cost of doing business/ MSDE staff time	Ongoing work
5b. Recalibrate qualifying scores based on candidate performance	Cost of doing business/ MSDE staff time	Need to develop content specific, middle school "PRAXIS prep" examination.
2. Develop middle school programs for initial certification at institutions of higher education at both: -Undergraduate -Post-baccalaureate levels 3. Develop Masters programs with middle school content specialization for teachers seeking middle school certification 4. Develop course/workshop-based non-degree option for certified elementary teachers seeking middle school endorsement	An incentive grant program should be established in the amount of \$100,000 to address these three strategies.	Exploratory conversations by a few IHEs

Goal 2: Implement Associate of Arts in Teaching (AAT) degrees.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Final approval of the AAT in Secondary Education: Math, Chemistry, Physics, Spanish	No cost	Completed
3. Final approval of AAT in Early Childhood Education	No cost	Completed
2. Implement AAT in Secondary Education: Math, Chemistry, Physics, Spanish	Cost of doing business/	Work has begun on these four disciplines
4. Implement the AAT in Early Childhood Education	Cost of doing business	Waiting on proposals from community colleges to MHEC
5. Develop/Approve/Implement the AAT in Special Education	Cost of doing business	
6. Develop/Approve/Implement AAT in Middle School	Cost of doing business	Waiting for COMAR revisions
7. Develop/Approve/Implement additional content areas AAT in Secondary Education	Cost of doing business	Ongoing
8. Oversight Council to convene 2 yr and 4 yr implementation teams for each new AAT to offer common structures	Cost of doing business	Ongoing
9. Oversight Council monitors on-going implementation and addresses issues	Cost of doing business	Ongoing
10. MHEC send all new AT programs to 4 year IHEs for review prior to final approval	Cost of doing business	Ongoing

Goal 3: Promote and develop more collaborative K-16 professional development initiatives to promote teacher quality and effectiveness in both LEAs and IHEs.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
3. Establish joint K-12 and IHE legislative presentations to promote professional development initiatives, beginning with developing a description and funding model for professional development schools for IHEs and LEAs to present to legislators.	Marginal cost	Not yet established
2. Perform the Professional Development Schools (PDS) Study	Cost of doing business/ MSDE staff time	Completed
4. Ensure professional development meets content needs for different teachers. Develop wide-ranging master's programs (e.g., M.A. in Math, content M.A. for middle school teachers) to address content needs of in-service teachers	Cost of doing business/ MSDE staff time	Creation of a "PRAXIS prep" examination
6. Support professional development.	Cost of doing business	
6a. Complete and disseminate the final Profession Development Standards for teachers	Cost of doing business	State committee is close to finalizing
6b. Ensure school-based and system-based professional development alignment (i.e., workshops, presentations, continuing PD courses) with the professional development	Cost of doing business	Propose use of PSSAM for initial dissemination

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
standards (PDAC) for teachers.		
1. Pursue full implementation of the <i>Redesign of Teacher Education</i> <ul style="list-style-type: none"> • Academic background • Field and clinical experience • Performance assessment • Linkage to K-12 school reform initiatives / professional development 	<p>The <i>Redesign of Teacher Education</i> should be fully funded.</p> <p>High Cost – An accurate cost of Professional Development Schools (PDS) will be available when the PDS Study is presented to the K-16 Workgroup at its October 12, 2004 meeting.</p>	
5. Develop systematic data collection, analyze data, and develop recommendations to inform professional development activities K-16	Very high cost	Not yet established

Goal 4: Create and maintain standard-based systems to recruit and retain quality teachers.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
5. Promote “teacher” as a career in the public schools.	Cost of public service ads??	
5a. Establish additional teacher education clubs and curriculum for teaching academics to inform and prepare H.S. students of careers in teacher education.	LEA expenses	
5b. Establish and support “grow your own teachers” initiatives for paraprofessionals to attract teachers to the profession.	LEA expenses	
1. Implement the Teacher Education Capacity Study	Cost of doing business/ MHEC staff time	STEC has received questionnaire and has provided feedback to MHEC. Study will be conducted in fall 2004
2. Apply consistent standards to all routes (e.g., alternative, traditional) to teacher certification.	Cost of doing business//MSDE staff time	Traditional routes already engaged; need to develop guidelines for many variations of alternative certification routes
4. Support mentoring programs to improve teacher retention.	Cost of doing business//MSDE staff time	Underway
8. Establish a K-16 dialogue between H.S. guidance counselors and IHEs	Cost of doing business	
6. To promote state and local development of retention strategies, invite experts to present on teacher retention to	\$10,000--\$20,000	Begin to plan regional forum??

<u>Strategy</u>		<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
K-16 leaders			
7.	Develop a state database on the teacher workforce that tracks teachers by preparation program type, including alternative certification; years of teaching; local school system employer(s); and professional development experiences.	High cost	None at this time
3.	Reestablish state scholarships or tuition waivers, and loan deferments for teachers and teacher candidates for critical shortage areas (content and geographic), and for those teaching in low performing schools.	To be determined	Not yet established
4a.	Evaluate and analyze current mentoring programs to determine promising practices in all jurisdictions across the state.	To be determined	Requires input from state and local jurisdictions
4b.	Identify mentoring programs sensitive to content as well as school climate.	To be determined	Requires input from state and local jurisdictions
4c.	Identify and disseminate promising practices and effective strategies mentoring systems across the state.	To be determined	Requires input from state and local jurisdictions
			Requires input from state and local jurisdictions

Cost Analysis: K-16 Highly Qualified Administrator Committee

(Sort Order: Low to High Cost)

Goal 1: Align IHE educational administration programs with the expectations of NCLB and the instructional leadership recommendations in previous reports/publications.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Revise the language in COMAR (13A12.04.04.B(3)(d)(i – v) to: a) eliminate reference to specific course titles and replace with program outcomes; b) maintain 18 credit requirement; and c) align with MLF (in development)	Cost of doing business	Underway
3. Develop for each ISLLC standard additional indicators that are aligned with the MLF	Cost of doing business	Underway
4. Conduct an inventory of current course offerings in educational administration programs to determine the extent to which the following examples of instructional leadership (not intended to be limiting) are included: <ul style="list-style-type: none"> a. Data collection, analysis, and application for school improvement planning (ECA, AMM) b. The use of multiple measures to identify students at risk of failure (ECA, AMM) c. The effective implementation of intervention strategies to assist students identified as at risk of school 	Cost of doing business	Underway

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
<p>failure (ECA, AMM)</p> <p>d. Administrative knowledge in the use of classroom data to support teachers' growth in effective instructional planning (ECA, AMM)</p>		
<p>e. Strengthening instructional practices through the observation, coaching, and evaluation of teachers for increased student achievement (ECA, AMM)</p> <p>f. Establishing a teaching/ learning culture in schools (MILDP, AMM)</p> <p>g. Developing leadership capacity among staff through coaching, mentoring, and distributed leadership (MILDP, AMM)</p> <p>h. Recognizing the connection between state standards, voluntary state curriculum, and daily instruction (MILDP, AMM)</p> <p>i. Monitoring student work for rigor and evidence of learning (MILDP, AMM)</p> <p>j. Promoting collaborative instructional planning (MILDP, AMM)</p> <p>k. Integrating ISTE National Educational Technology Standards into instruction and professional development</p>		

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
2. Include cross departmental MSDE representation on program approval review and/or visiting teams	Cost of training	Not yet initiated

Goal 2: Address the challenges faced by school systems in dealing with the impending shortage of highly qualified administrators.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
2. Develop a model aspiring leader program that could be replicated by local school systems	Cost of doing business	Underway
5. Clear the plate of principals so that they may be instructional leaders by: <ul style="list-style-type: none"> d. Establishing a process for clearing the plate of non-instructional duties of principals (MTFP, AMM) e. Creating a position of building manager in each school to be used as determined by the principal (MTFP, AMM) f. Assuring that all state and local reports and requests for information provide a reason for the request that connects to student achievement 	<ul style="list-style-type: none"> a. Cost of doing business b. Personnel costs c. Cost of doing business 	<ul style="list-style-type: none"> a. Varies by system b. Underway; system specific c. Not yet initiated
7. Align professional development of Executive Officers with that of principals	Cost of doing business	Ongoing
8. Change the language in COMAR 13A.12.04.04D(2) to assure a sustained experiential component for Admin II certification	Cost of doing business	Ongoing
9. Add language to COMAR (13A.12.04.04.D(3)—new) that would allow for reciprocity for certified out-of-state principals with 3	Cost of doing business	Ongoing

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
years' principal experience in the last 7 years		
10. Change the language in COMAR 13A.12.04.05 to expand alternative routes to certification for the principalship	Cost of doing business	Ongoing
1. Identify aspiring leaders and provide them with opportunities for school-based leadership positions while encouraging them to pursue educational administration programs	Cost: Training Beginning structure Cost of doing business Budget line item	Varies by system
3. Maximize present capacity of educational administration programs	Cost: Personnel / Space (offset by revenue)	Varies; Institution specific
4. Increase regional (in-state) opportunities for principals to receive appropriate training	Cost: Training Beginning structure Cost of doing business Budget line item	Varies by system
6. Provide incentives for potential administrators by: c. Enhancing the retirement system for principals (MTFP, AMM) d. Providing specific term contracts for principals who accept difficult challenges (MTFP, AMM)	High cost	System specific

Cost Analysis: K-16 Standards and Curriculum Alignment Committee

(Sort Order: Low to High Cost)

Goal 1: K-16 Curriculum: Prepare an educational program from K-16 that will fully prepare all students to meet University System of Maryland (USM) admissions requirements for entry into college, and ensure college/career success.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
2a. Create high school and 2-year/4-year teacher teams in each local school system to facilitate understanding of student expectations and competencies needed for success in high school, college preparatory, and advanced level courses; and to better align content and performance expectations to prepare for college entry.	Cost of doing business	Some have started. Some have yet to be established.
2b. Establish state/local middle school level collaborative teams* to provide leadership and support for K-16 curriculum alignment. *Collaborative teams are teams established at state and local levels, comprised of students, teachers, parents, and representatives from higher education for the purpose of planning, implementing and communicating curriculum alignment efforts K-16.	Cost of doing business	Models for K-16 collaborative activity exist and will serve as examples for Middle School Curriculum Alignment
3. Increase the number of students participating in dual enrollment or concurrent enrollment	Cost of doing business	Survey of existing dual enrollment programs and enrollment should precede implementation of new

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
options statewide.		programs.
6. Following the example set by the college teams establishing the Associate Degree in Teaching (AAT), finalize and approve the development of academic program standards and learning outcomes in the General Education Academic Disciplines.	Cost of doing business	Additional AAT programs are under development. General Education courses are already accepted at all colleges and universities. Alignment should continue to be monitored as part of ongoing articulation work.
1. Establish USM admissions requirements as default program of study for all high school graduates.	Cost for some systems; staff space	System specific
4. Accept the recommendations of the K-16 Math Bridge Goals Task Force III to create a seamless transition between high school math and the first credit bearing college math course for all Maryland students.	An incentive grant program should be established in the amount of \$50,000 to address this strategy.	High Priority Development with assessment forthcoming
5. Develop "Early College" opportunities for Maryland students.	Additional funds would be required, but some may come in the form of external grants (Gates Foundation)	Dual Enrollment should be studied and evaluated as a precursor to the development of Early College Programs

Goal 2: Establish mechanisms for purposeful and planned communication among all stakeholders.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1a. Provide early and ongoing college planning information and exploration activities, and college financial aid application assistance to student and parents.	Cost of doing business	First steps should include an assessment of current dissemination effectiveness.
1b. Model the California State University System's information outreach campaign-develop posters and other informational items pertaining to how to get into college in every middle and high school.	Cost of doing business	Yet to be established
1c. Create dissemination tools to reach students and parents including Websites, outreach to PTA's and faith communities.	Cost of doing business	Yet to be established
2. Support partnerships between higher education, middle and high schools to provide exposure to and awareness of college opportunities.	Cost of doing business/ small incentive grants	Yet to be established
3. Inventory, promote and support current State level initiatives relevant to promoting High School to College/Career programs: Project Lead the Way State Teacher Education Academy development-	Influx of new funds	To be determined In process with external grant funds (2004) In process with external grant funds (USM 2004)

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
<p>which is involved in setting standards and implementing academies in existing PDS sites: work with middle schools to help develop FEA chapters</p> <p>Project E= MC²</p>		<p>In process with external grant funds (USM 2004)</p>

Goal 3: Align K-16 assessment tools into a cohesive accountability continuum intended to assess student needs, provide for timely intervention, inform decision-making, and assure that more students move successfully to college and careers.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Make High School Assessment (HSA) and Maryland School Assessment (MSA) data on student performance available in the design and development of K-16 initiatives and use such data when assisting students in planning upward transition from Middle to High School and from High School to College.	Cost of doing business	
2. Collect data (statewide) on dual enrollment, concurrent enrollment and other bridge programs to document program effectiveness.	Cost of doing business	
3. Participate in national efforts to collect and report data on student performance at out of state institutions of Higher Education.	Cost of doing business	
4. Arrange for all students to take the PSAT and/or college placement tests* no later than 10 th grade in order to assess their progress toward college-readiness and make placement tests available online at local high schools.	New funds for schools at \$30,000 per school	
5. *Study the feasibility of creating a common placement test for use in all Maryland high schools as a tool to better		

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
align student performance with college expectations		
6. Integrate data systems to track the progression of students from middle school through a college degree and transition into the workforce through the K-16 Maryland Education Data Network (MEDN).	<p>New funds</p> <p>Significant cost anticipated for both K-12 and Higher Education Institutions</p>	

Goal 4: Develop services (human, programmatic, and financial resources) to provide meaningful assistance or student/families regarding college planning and financial aid.

<u>Strategy</u>	<u>Statewide Cost Estimate</u>	<u>Implementation Status</u>
1. Provide early college readiness counseling for middle and high school students/families including information about financial aid and admissions requirements.	Cost of doing business	
2. Provide a transition program for 5 th and 8 th grade students to promote readiness for the next level and to maximize their success at each level.	Influx of new funds at a modest level for some systems	Some systems are doing this
3. Design and implement academic support systems (tutoring, supplemental instruction, study skills, learning communities) for traditionally under represented groups of students who take specific steps to prepare for college.	Influx of new funds at a significant level for some systems	Some systems are doing this. Use effective practices as models

Cost Analysis Categories Distribution by Committee Goals

K-16 Highly Qualified Teacher Committee

	No/Minimal Cost	Cost of Doing Business	Strategies that require funding to implement	To be determined
Goal 1	-	3	3	-
Goal 2	2	8	-	-
Goal 3	1	5	2	-
Goal 4	3	4	2	4
Total	6	20	7	4

K-16 Highly Qualified Administrator Committee

	No/Minimal Cost	Cost of Doing Business	Strategies that require funding to implement	To be determined
Goal 1	-	3	1	-
Goal 2	-	6	4	-
Total	-	9	5	-

K-16 Standards and Alignment Committee

	No/Minimal Cost	Cost of Doing Business	Strategies that require funding to implement	To be determined
Goal 1	-	4	3	-
Goal 2	-	3	2	-
Goal 3	-	3	2	-
Goal 4	-	1	2	-
Total	-	11	9	-

Committee Memberships

K-16 Highly Qualified Teacher Committee

Co-chairs

- Virginia Pilato, Director of Certification and Accreditation, Maryland State Dept. of Education (MSDE)
- Thomas Proffitt, Acting Dean, College of Education, Towson University

Members

- Alfreda Adams, Principal, Mills-Parole Elementary School, Annapolis
- Lynn Blackman, Senior Manager, Recruiting and Staffing, Anne Arundel County Public Schools
- Brenda Conley, Chair, Education Programs, University of Maryland University College
- Diane Davis, Associate Professor, Coordinator, PDS, College of Notre Dame of Maryland
- Colleen Eisenbeiser, Director, TEACH Institute, Anne Arundel Community College
- George J. Funaro, Consultant
- Lynn Gangone, Vice President, Maryland Independent Colleges and Universities Association
- Darren Hornbeck, Teacher, Linganore High School, Frederick County
- Christine Johns, Deputy Superintendent, Baltimore City Public Schools
- Elizabeth Kelley, Director, Office of Credentialing, Dept. of Human Resources-Child Care Administration
- Cosmas Nwokeafor, Interim Dean, School of Arts & Sciences, Bowie State University
- Kathy O'Dell, Associate Dean, College of Arts & Sciences, University of Maryland Baltimore County
- Mamie Perkins, Director of Human Resources, Howard County Public Schools
- Steve Rohde, Maryland Committee for Children
- Michael Rosenthal, Academic Affairs Special Asst to the Provost, McDaniel College
- Bernadette Sandruck, Chair, Dept. of Mathematics, Howard Community College
- Carol Williamson, Associate Superintendent, Queen Anne's County Public Schools
- Donna Wiseman, Associate Dean, Teacher Education, University of Maryland, College Park
- Suzanne Zilber, Human Resources Specialist, Howard County Public Schools

Staff

- Michael Kiphart, Assistant Secretary for Planning and Academic Affairs, MHEC
- Dominique Raymond, Education Policy Analyst, MHEC

K-16 Highly Qualified Administrators Committee

Co-chairs

- Mary Cary, Assistant State Superintendent, MSDE
- James McGowan, Co-chair, Coordinator of Administration and Supervision Program, Johns Hopkins University

Members

- Clarence Golden, Coordinator of Administration and Supervision, Frostburg State University
- Rolf Grafwallner, Coordinator of Early Learning Programs, MSDE
- Mike Hickey, Director, Center for Leadership in Education, Towson University
- Joyce Jennings, Principal, Southwestern High School, Baltimore City
- Laurie Jones, Principal, Battle Grove Elementary School, Baltimore County
- Bruce Katz, Regional Executive Director, Prince George's County
- Adrienne Kaufman, Principal, Reservoir High School Howard County
- Irene Kordick, Principal, Ocean City Elementary School, Worcester County
- Darlene Merry, Associate Superintendent of Staff Development, Montgomery County Public Schools
- Mark Rapaport, Assistant Principal, William Paca Elementary School, Baltimore City
- David Rudolph, Member, House of Delegates
- Sister Sharon Slear, Director of Graduate Studies, College of Notre Dame
- Louise Tanney, Education Program Coordinator, MSDE
- Wendell Teets, Superintendent, Garret County Public Schools
- Barbara Wheeler, Associate Superintendent, Cecil County Public Schools
- Michael Zarchin, Assistant Principal, Kingsview Middle School, Montgomery County Public Schools

Staff

- Jim Foran, Director of High School and Postsecondary Initiatives, MSDE
- Barbara Frank, Education Program Specialist, MSDE

K-16 Standards and Alignment Committee

Co-chairs

- James Ball, Carroll Community College
- Karen Ganjon, Carroll County Public Schools

Members

- Patricia Abernethy, Washington County Public Schools
- Michael Bowden, University System of Maryland
- Joseph Clark, Maryland State Department of Education
- John Cox, Charles County Public Schools
- Elaine Crawford, Maryland State Department of Education
- Betsy Donahue, Washington County Public Schools
- Sandra Graff, Washington County Public Schools
- Barbara Greenfeld, Howard Community College
- Leslie Hobbs, Washington County Public Schools
- Theresa Hollander, University System of Maryland
- Carol Joseph, Community College of Baltimore County, Catonsville Campus
- Jody Kallis, Maryland Association of Community Colleges

- Don Langenberg, University of Maryland
- Norbert Myslinski, University of Maryland, Baltimore
- Gilbert Ogonji, Coppin State University
- Peggy Pugh, Washington County Public Schools
- Shari Ostrow Scher, Frederick County Public Schools
- Laura Slavin, University of Maryland
- Scott Wolpert, University of Maryland
- Michael Rosenthal, McDaniel College

Staff

- Nancy Shapiro, University System of Maryland
- Zakiya Lee, University System of Maryland